



Engage parents in the planning process

- ❖ TIPS transition planning guide
- ❖ Assistive Technology For Middle School and High School Students With Learning Disabilities
- ❖ Graduation
- ❖ Transition questionnaire
- ❖ Assessment for parents
- ❖ 20 tips for parents of middle and high school students
- ❖ Middle School introduction letter to parents regarding transition
- ❖ One page introduction to transition questionnaire to parents
- ❖ Leisure Interest Checklist
- ❖ Parent/Guardian Attitude Survey
- ❖ Vocational Attitudes: Student and Parent/Guardian
- ❖ Transfer of parental rights at age of majority
- ❖ Supplemental Security Income: A Bridge to Work
- ❖ Youth Leadership Forum

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW Home Living

(Where you live as an adult and the necessary skills to function in a desired living situation)

Student Information:

Student Name: _____ Grade: _____ Date: _____

Person Responding: _____ ID: _____

Interviewer: _____ School Year: _____

Question 1:

What are your future (adult) goals for independent living or where you want to live? To help you decide, you may consider some of your skills, strengths and needs you need to:

- | | |
|---|--------------------------------------|
| _____ live alone or independently | _____ live with friends or roommates |
| _____ live with parents or foster parents | _____ live with other relatives |
| _____ live with husband or wife | _____ live in supervised residential |
| _____ other | |

Question 2:

What are you currently doing to help you towards your goal in home or independent living? To help you answer, include any classes, activities, or jobs/responsibilities at home that have helped you in this area.

Question 3:

What do you need to do or learn in the next year to help you move towards your goal in home or independent living? See the list on the next page for ideas. Be sure to include your academic, behavior or medical needs.

SUGGESTED TRANSITION ACTIVITIES

Home Living

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE 1Consider for this year
 2Already in progress
 3Already addressed and completed

Suggested Grade
 8-9 10 11 12

• • • • •	1	2	3	Develop personal care skills including hygiene, health, private and public behavior.	
• • • • •	1	2	3	Develop acceptable intimate/sexual behavior.	
• • • • •	1	2	3	Develop housekeeping and cooking skills.	
• • • • •	1	2	3	Develop budgeting skills.	
• • • • •	1	2	3	Identify who to call and what to do in emergency situations.	
	• •	1	2	3	Participate in independent living training program.
	• •	1	2	3	Identify persons or services to assist in locating a place to live.
	• •	1	2	3	Apply for county case management services, if applicable.
• • • • •	• •	1	2	3	Identify neighborhood services and supports.
	• •	1	2	3	Identify and apply for financial support (i.e., SSI).
• • • • •	• •	1	2	3	Identify resources and support for child care, if necessary.
• • • • •	• •	1	2	3	Identify transportation services near home.
		1	2	3	Other: _____

		1	2	3	Other: _____

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW

Recreation and Leisure

(Recreation, leisure and social activities after high school)

Student Information:

Student

Name: _____ Grade: _____ Date: _____

Person Responding: _____ ID: _____

Interviewer: _____ School Year: _____

Question 1:

What are your future (adult) goals for leisure, social or recreational activities after high school? To help you decide, you may want to consider the interests you have now, and the skills or accomplishments you have. You may also want to think of things such as:

_____ hobbies	_____ participatory sports
_____ spectator sports	_____ social activities
_____ cultural activities	_____ relaxation activities
_____ vacation, travel	_____ other

Question 2:

What are you currently doing to help you towards your goal in recreation, leisure or social activities? To help you answer, include any activities you enjoy doing now.

Question 3:

What do you need to do or learn in the next year to help you move towards your goal in recreation and leisure? See the list on the next page for ideas. Be sure to include academic, behavior, medical or physical needs you may have.

SUGGESTED TRANSITION ACTIVITIES

Recreation and Leisure

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE 1Consider for this year
 2Already in progress
 3Already addressed and completed

Suggested Grade

<u>8-9</u>	<u>10</u>	<u>11</u>	<u>12</u>				
• • •	•	•	•	1	2	3	Develop an array of specific recreation/leisure skills.
• • •	•	•	•	1	2	3	Develop spectator or audience member skills.
• • •	•	•	•	1	2	3	Identify acceptable dress behavior for a variety of situations.
• • •	•	•	•	1	2	3	Identify transportation options.
		•	•	1	2	3	Arrange social activities.
		•	•	1	2	3	Establish exercise routines.
		•	•	1	2	3	Identify local health clubs for possible membership.
		•	•	1	2	3	Identify and possible social supports through family and community.
		•	•	1	2	3	Identify activities through community education classes.
• • •	•	•	•	1	2	3	Other:

				1	2	3	Other:

TIPS TRANSITION PLANNING GUIDE

STUDENT & FAMILY INTERVIEW

Community Participation

(Involvement in community activities after high school)

Student Information:

Student Name: _____ Grade: _____ Date: _____

Person Responding: _____ ID: _____

Interviewer: _____ School Year: _____

Question 1:

What are your future (adult) goals in community participation? To help you decide, think about what kinds of activities adults are involved in with your community. Consider things such as:

_____ voting

_____ accessing health care

_____ banking

_____ religious activities

_____ library

_____ shopping

_____ using public/personal

_____ transportation

_____ club or neighborhood

_____ organizations

_____ adult agency support

_____ other

Question 2:

What are you currently doing in the community to help you towards your future goal? To help you answer, include any activities, classes or experiences you have had.

Question 3

What do you need to do in the next year to help you move towards your goal in community participation? To help you answer, consider your academic, behavior or medical or physical needs. See the list on the next page for ideas.

SUGGESTED TRANSITION ACTIVITIES

Community Participation

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE 1Consider for this year
 2Already in progress
 3Already addressed and completed

Suggested Grade
 8-9 10 11 12

• • • • •	1	2	3	Become aware of community interests and options.
• • • • •	1	2	3	Develop shopping skills.
• • • • •	1	2	3	Learn to order and dine at restaurants.
• • • • •	1	2	3	Develop skills to ensure personal safety.
• • • • •	1	2	3	Assess vulnerability status.
• • • • •	1	2	3	Learn to use public transportation.
• • • • •	1	2	3	Obtain driver's license.
• • • • •	1	2	3	Obtain a state identification card.
• • • • •	1	2	3	Open and learn to use a bank account.
• • • • •	1	2	3	Learn to schedule appointments.
• • • • •	1	2	3	Become aware of rights regarding physical accessibility.
	• 1	2	3	Identify and check eligibility requirements for adult support.
	• 1	2	3	Register for military selective service.
	• 1	2	3	Register to vote and learn to vote at local precinct.
	• • 1	2	3	Explore guardianship issues.
	1	2	3	Other: _____

	1	2	3	Other: _____

TIPS TRANSITION PLANNING-GUIDE
STUDENT & FAMILY INTERVIEW
Post-secondary & Life Long Learning
(Education and training after high school)

Student Information:

Student Name: _____ Grade: _____ Date: _____
Person Responding: _____ ID: _____
Interviewer: _____ School Year: _____

Question 1:

What are your future (adult) goals for post-secondary education? To help you decide, think about the education needed to meet your career goals. Consider things such as:

- | | |
|----------------------------------|-----------------------------------|
| _____ 2 year Community College | _____ Technical College |
| _____ Trade or Business School | _____ Community Education Classes |
| _____ 4 year College, University | _____ Military Service |
| _____ other | _____ No interest at this time |
- _____
- _____
- _____

Question 2:

What are you currently doing to help you towards your future goal in post-secondary or life long learning? In your answer, include any activities, classes or accomplishments which have helped you move towards post-secondary education such as:

- _____ What classes are you taking now?
- _____ What are your academic skills?
- _____ What accommodations or modifications do you use?
- _____ Have you visited a post-secondary school?
- _____
- _____
- _____

Question 3:

What do you need to do in the next year to help you move towards your post-secondary goal? See the list on the next page for ideas. To help you answer, consider your academic, behavior or medical needs.

SUGGESTED TRANSITION ACTIVITIES

Post-secondary & Life Long Learning

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE 1Consider for this year
 2Already in progress
 3Already addressed and completed

Suggested Grade

8-9 10 11 12

• • • • •	1	2	3	Identify personal learning styles.	
• • • • •	1	2	3	Become aware of career interests and options.	
• • • • •	1	2	3	Become aware of post-secondary enrollment options.	
	• •	1	2	3	Visit post-secondary institutions.
	• •	1	2	3	Register and take college entrance exams.
	• •	1	2	3	Develop a resume and request letters of recommendation.
	• •	1	2	3	Identify and apply to post-secondary institutions.
	• •	1	2	3	Identify supports needed at post-secondary sites.
	• •	1	2	3	Identify and check eligibility requirements for adult support.
• • • • •	1	2	3	Check courses and credits toward high school graduation.	
	• •	1	2	3	Apply for financial aid, scholarships, etc.
	• •	1	2	3	Arrange for transportation and housing, if necessary.
		1	2	3	Other:
		1	2	3	Other:

TIPS TRANSITION PLANING GUIDE
STUDENT & FAMILY INTERVIEW
Employment

(Job seeking and keeping skills, participation in volunteer or vocational activities and the ability to achieve meaningful employment.)

Student Information:

Student Name: _____ Grade: _____ Date: _____

Person Responding: _____ ID: _____

Interviewer: _____ School Year: _____

Question 1:

What are your future (adult) goals for a career or a job? To help you decide, you may want to consider some of your interests, skills, preferences or needs. You may also want to include information from your career interest assessment.

_____ part time employment

_____ indoor work

_____ quiet, non-active work

_____ large business setting

_____ near home

_____ work by myself

_____ paid employment

_____ full time employment

_____ outdoor work

_____ active, physical work

_____ small business setting

_____ can travel some

_____ working with a group

_____ volunteer activities

Question 2:

What are you currently doing to help you towards your goal in jobs/career training? To help you answer, include any activities, classes or accomplishments you had to help you move towards a job or career such as:
What classes or community job training have you had?
What kind of jobs or volunteer activities have you had?
What are your work skills, academic skills or behavior/social skills?

Question 3:

What do you need to do or learn in the next year to help you move towards your goal in jobs or career training? See the list on the next page for ideas. Be sure to include your academic, behavior or medical or physical needs.

SUGGESTED TRANSITION ACTIVITIES

Employment

The following list includes examples of activities for this year that could help you achieve your future adult goal. These activities may be used to develop activities or goals/objectives on the IEP. For those activities already accomplished, circle "already addressed and completed".

CIRCLE 1Consider for this year
 2Already in progress
 3Already addressed and completed

Suggested Grade

8-9 10 11 12

• • • • •	1	2	3	Participate in work responsibilities (chores) at home.
• • • • •	1	2	3	Visit possible employment sites and shadow employees.
• • • • •	1	2	3	Become aware of career opportunities and interests.
• • • • •	1	2	3	Receive vocational training within the community.
• • • • •	1	2	3	Develop interpersonal skills necessary to maintain employment.
				Participate in summer employment.
				Identify people and agencies who can assist in job search.
				Apply for support from Rehabilitation Services.
				Identify and check eligibility requirements for other job supports.
				Identify and apply for day training and habitation services.
				Identify and arrange for transportation to and from work.
	1	2	3	Other: _____

	1	2	3	Other: _____

ASSISTIVE TECHNOLOGY FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS WITH LEARNING DISABILITIES

The term cognitive describes the processes people use for remembering, reasoning, understanding, problem solving, evaluating, and using judgment. Cognitive impairments can include specific learning disabilities, attention deficit hyperactivity disorder, mental disability/mental retardation, autism, traumatic brain injury, emotional disturbance, and other disabilities that typically make it difficult for people to learn, to remember, to organize, and/or to concentrate.

All of these impairments are spectrum disorders - the impact on the student's ability to learn can range from mild to moderate to severe. Many students with cognitive impairments may also have difficulties with motor skills, speech, and inappropriate behaviors. Students within each disability group will have some common assistive technology needs, but it is important to understand that individual students within a disability group do present unique needs.

Learning Disabilities

Nationally, and in South Dakota, approximately 50% of students receiving special education services have a specific learning disability. South Dakota Administrative Rule 24:05:24.01:18 defines a specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language that may manifest itself in the imperfect ability to listen, think, speak, read, spell, or do mathematical calculations. The term does not apply to students who have learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.

Specific learning disabilities listed in South Dakota Administrative Rule 24:05:24.01:19 include:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading comprehension
- Mathematical calculation
- Mathematical reasoning

Students with learning disabilities possess average or above average intelligence. The type and severity of the learning disability(ies) and the student's other strengths and weaknesses make every student different. Students with learning disabilities are neither cured nor outgrow their disabilities. With hard work and helpful tools, students with these "learning differences" can greatly improve their success and consequently their self-esteem. The challenge is to identify how these students learn best, and to identify what assistive technology will help them to maximize their potential and to reach their goals.

<u>DISABLING CONDITIONS</u>	<u># of students</u>	<u>% of Spec Ed Students</u>
Autism	66	.5%
Deafness	49	.4%
Deaf-Blindness	4	.003%
Hearing Impairment	107	.8%
Mental Disability/Mental Retardation	1559	11.8%
Multiple Disabilities	493	3.7%
Orthopedic Impairment	112	.8%
Other Health Impairment	203	.8%
Serious Emotional Disability	606	4.5%
Specific Learning Disability	6697	50.2%
Speech or Language Impairment	3345	25.1%
Traumatic Brain Injury	40	.3%
Visual Impairment/ Blindness	55	.4%
TOTAL	13,336	100%

For students ages 6-21: Taken from 1995-1996 SD Special Education Data Reports

SPECIAL EDUCATION and ASSISTIVE TECHNOLOGY STATISTICS

South Dakota Special Education Data Reports show that since 1993, approximately 15,000 to 15,500 students receive special education services on an annual basis. This represents 11-12% of the total school enrollment. Data gathered from December 1, 1995 child counts shows that of the 15,512 students ages 3 -21 receiving special education services, only 211 or 1.36% of IEP's indicated that Assistive Technology was provided as a related service. Statistics like these probably led to IDEA 97's requirement that assistive technology be considered at all IEP meetings.

THE IEP MEETING

ASSISTIVE TECHNOLOGY ASSESSMENT

Until IEP team members become familiar and comfortable with various assistive devices and strategies, it may be advisable to have assessments conducted by someone outside of the school district who specializes in assistive technology. When a comfort level is established and assistive technology is being used by students with cognitive impairments, district personnel may be able to assess other students using the available devices. IEP team members should still consider independent assessments for those students who present unique needs that have not been met using the district's existing assistive technology. Outside assessments will also help team members to stay abreast of new developments and technologies that can help students maximize their potential.

School districts should consider designating appropriate staff to be assistive technology resources. This might be a school psychologist, an administrator, a

special education teacher, or other staff that show an interest and the ability to identify and advocate for assistive technology.

As part of each school district's technology plan, the ability of students with disabilities to access input and output must be addressed. A representative from special education, who knows the assistive technology needs of special education students, should be involved on the district's technology planning committee. If some or most of the technology needs for special education students can be paid for under the district's technology plan, more equipment and resources can be made available than by trying to fund high tech assistive technology under the special education budget. Compatibility will be improved and retrofitting expenses will be greatly reduced.

Possible Funding Sources for Assistive Technology

1. School District
2. Title XIX if medically necessary
3. Vocational Rehabilitation
 - If employment-related
 - Can purchase from school when student graduates (3 year depreciation)
4. Family purchases
 - DakotaLink loan program
5. Used equipment - DakotaLink's Equipment Connection

Assistive Technology and Adaptations

All students could benefit from the types of services offered through Special Education:

- An annual Individual Education Plan meeting with the student, parents, educators, and other stakeholders coming together to formulate long term plans with the student.
- Learning employability skills and trying out different jobs
- Addressing and teaching independent living skills
- Identification of strengths, weaknesses, and interests
- Identification of assistive technology and adaptations that can increase learning

Students without cognitive impairments usually benefit from many of the assistive technologies and adaptations that are listed on the following pages. However, one student's convenience item may be assistive technology to a student with cognitive impairments. For example, a word processing program may be a convenience that helps the "A" student to marginally improve neatness and quality of writing, but the same program may be an essential assistive technology to the student with a cognitive impairment who struggles with dysgraphia, grammar, and spelling.

READING

Large Print for individuals who have trouble tracking while reading

Colored overlays

Straight edge

Books on tape for pleasure reading (Available through libraries and bookstores)

Text books on tape

Text books on CD-ROM (Very limited availability at present)

The main advantage over books on tape is that one disk can hold the same information as 50 or more audio cassettes. A disk can also be searched to find a specific page, topic, or key word. Another advantage over books on tape is that a student using a screen reading program can follow along with the text on the screen to improve his/her reading skills.

Reference books on CD-ROM

Books on CD-ROM for pleasure reading

Screen reading programs which convert text to speech

“Reading machines” consisting of a scanner, optical character recognition software, a word processing program, and a screen reading program. Printed information including textbooks, magazines, or virtually any document can be scanned into a word processing program. Screen reading software can then read the document out loud to the student using synthesized speech. Most programs come with built-in dictionaries, adjustable speed, and text hi-lighting capabilities. These reading machines can help students improve their reading skills, improve their comprehension of written assignments, and reduce staffing costs.

Video cassette recordings covering topics in science, social studies, literature, and other reading

Intensive subjects may be purchased with textbooks or borrowed from libraries. Videos provide a welcome change of pace for all students, and can greatly increase learning for students with reading disabilities.

Videos on CD-ROM (Some of these are interactive)

MATH

Graph paper for students who lack the fine motor skills to keep numbers in columns

Calculators may help students to focus on the math concepts instead of struggling with calculations

Talking calculators

Budgeting software and checkbook balancing software

Customized spreadsheets tailored to the students' needs

Multimedia software and games for math drills (e.g. Add/Subtract/ Multiply/ Divide)

WRITING

Dictionary

Spell checking devices

Grading for content as opposed to grading for penmanship, grammar, and spelling

Use of a standard word processing program to improve the quality of written assignments

(spell check, grammar check, word prediction, and printing features)

Writing legibly, spelling, and using correct grammar are difficult for many students with cognitive impairments. Using a word processing program will help many students to minimize their deficits and to improve the quality of their writing. Becoming proficient with a word processing program also improves overall computer literacy.

Voice recognition software (speech to text)

Keyboarding vs Voice Recognition

Most students with cognitive impairments have difficulty in processing information from the written page and then typing it quickly and accurately using a computer keyboard. Transferring thoughts directly into a word processing program via a keyboard may also prove frustrating and time consuming. A keyboarding class can help students with cognitive impairments to become familiar with computers, but learning to use voice recognition software for information input may better serve the student in the long run.

Several companies are releasing new generations of voice recognition software that will minimize the need for keyboarding skills. Improvements in this software and advances in hardware have made it possible for many individuals (including doctors and lawyers eliminating the dictation to transcription process) to verbally input information into a word processing program at a rate of 160 words per minute with 95% or greater accuracy. Spell checking, homonym identification, and grammar checking are built into most of this software.

Voice recognition software is not the answer for all students with cognitive impairments. An assessment or trial run is advisable before purchasing a program. Individuals train the software to recognize their speech patterns and intonation by reading specified text into the program. Poor reading skills makes it difficult for some students to train the software to their speech patterns and to successfully utilize a continuous speech recognition program. These students may have more success using the older discreet speech programs than the new continuous speech programs.

These programs work best for individuals who have clear speech and have access to computers with a bare minimum of 200 mhz processing speed and 32 megabytes of RAM. Error correction is still cumbersome, better interfaces with other software are in process, and overall user friendliness is steadily improving. New generations of software and hardware will make it easier for students with disabilities to benefit from voice recognition programs.

The cost for this type of software varies, but some of the best programs can be purchased for less than \$150, and prices should continue to decrease. Many of the new programs can accommodate multiple users. Installation of the programs is also becoming simpler. Microsoft will probably incorporate voice recognition software into one of its next generations of the Windows and NT operating systems.

NOTE TAKING/LECTURES

A mini cassette recorder to tape classroom lectures

Instruction on how to take notes

A copy of the instructor's lecture notes or overheads

Copy of class notes from another student proficient in note taking

Classroom assistant's notes or a condensed study guide summarizing key information

Use of chalkboard or overheads to reinforce key information

Use of demonstration and examples when teaching new materials

Overview provided before starting the lesson

Follow-up by instructor to gauge understanding

TEST TAKING

Test to find out what the student has learned and not to see how well the student takes tests

Instruction on how to take different types of tests

Practice tests and study guides

Spec Ed teacher's assistance to help instructors identify, accept, and develop alternate test formats

Alternate format tests (e.g. multiple choice as opposed to fill in the blank, eliminate scannable answer sheets, complete a project to demonstrate knowledge)

Elimination of test questions with double negatives and trick questions in general

Shortened tests

More frequent testing over smaller amounts of material

Extra time for tests

Testing outside of the regular classroom

Testing on a computer

Open book or open note tests

Tests on audio or video tape

Oral tests

Scribe to record answers

Speak answers into a tape recorder

Modifications for state or district-wide achievement testing are to be addressed at IEP meetings

ACT allows for extra time, readers, and other accommodations (with disability documentation)

ORGANIZATION and MEMORY

Establish routines

Day Planners

Checklists (e.g. steps to turn on a computer and find a specific program or document)

Electronic organizers

Tape recorders to record assignments, events, thoughts, etc.

Taking notes and putting them into pockets works well for some students

Course syllabus and outline (extra copies for home and case manager to monitor progress)

Written schedules or printed assignment lists

Pictorial lists

Assignments designed to improve memory and organization

Instructional software designed to improve memory and organization

COMMUNICATION BETWEEN PARENTS AND SCHOOL

Homework/Message notebook that student takes home and then brings back to school

E-Mail messages since teacher and parent schedules frequently conflict

Mutual respect and understanding

Answering machine or voice messaging at both home and school

CONCENTRATION

F/M (short-range radio) headsets for lectures (minimizes auditory distractions)

Headsets for multimedia computer learning activities

Multi-media activities, games and presentations

Sit near the front of class, sit away from windows and doors (fewer visual distractions)

SCHEDULING

Schedule difficult classes at the time of day when the student functions best

Avoid scheduling too many difficult classes in a row or during one semester

Consider course substitutions if the student will benefit (i.e. consumer math instead of algebra)

REMEDIATION

Tutoring by staff

Peer tutoring

Flash cards

Software tutorials - The Triple T Project (Technology Tools for Teachers) at the TIE Office has a resource center for software and other technology tools for special needs education; contact Myrna Gilbertson at 1925 Plaza Blvd, Rapid City, SD 57702; phone (605) 394-1876, or e-mail mgilbertson@tie.net.

Multimedia presentations

Self-paced materials

Student's learning styles should be identified to develop optimal instruction techniques

STANDARD COMPUTER HARDWARE and SOFTWARE AS ASSISTIVE TECHNOLOGY

Computer applications are designed to assist all people with improved functioning in the areas of organization, memory, time management, writing, manipulating and summarizing numerical data, researching, communicating with other people, and productivity. Since students with cognitive impairments struggle in many of these areas, learning to use existing and developing technologies is critical for these students. The cost of computer technology continues to decrease.

Computers are increasingly being used as INDEPENDENT LEARNING TOOLS that allow a student to set their own pace in a particular study or skill area. The relatively low cost of computer technology, as compared to the cost of an instructional aide, is starting to become apparent to some educational administrators. Computers can help students to experience more success in school, and more importantly, can help students to maximize their independence in the adult world.

COMPUTER LITERACY

All students are expected to possess basic competencies in various computer applications at high school graduation. Word processing, data entry, spreadsheet, database, reference disk, internet, and e-mail skills are expected by most employers and post-secondary schools. The lack of basic computer competencies is becoming akin to having disability in itself.

GRADUATION

Oftentimes, parents and students are uncertain about graduation, as to whether or not they should receive a signed or unsigned diploma. To ensure that parents/students understand the difference in these two choices, a handout was created. This can be duplicated for your students/parents.

- ◆ Unsigned versus a signed high school diploma
- ◆ Questions that should be answered before graduation

Unsigned Versus a Signed High School Diploma

If your child decides to graduate with a signed diploma, that means the Sioux Falls school district will no longer be involved with any future planning, case service coordination, vocational program, independent living program or any financial obligations.

If your child graduates with an unsigned diploma, he or she can continue to receive services until the 30th day of June which follows his or her 21st birthday.

If your child meets all of his or her transition goals or high school requirements at an earlier date, the placement committee can agree to terminate services at that time.

- Your child CAN still go through the graduation ceremony and receive the same diploma that is passed out. No one else will know whether or not the diploma is signed.
- Your child does not need to attend high school classes - a program can be developed by your IEP team with activities such as work and independent living training opportunities.
- Your child will continue to have a teacher assigned to assist in setting up yearly IEP meetings and in coordinating services that can assist your child with his or her goals in employment and living.
- The Sioux Falls school district is financially responsible to ensure that your child is receiving services as outlined and agreed to at their IEP meetings.
- Your child can continue to work with the school district's community vocational program with Mr. Kollis, and receive job coaching support or follow up as needed. A Vocational Rehabilitation Counselor can be involved to work together to assist your child with employment needs.
- ✓ Your child can apply to receive employment services from The Division of Rehabilitation Services (Vocational Rehabilitation-VR) whether or not they have a signed diploma. There is no charge for VR services. Contact: 367-5330.
- ✓ Your child can receive independent living services from Prairie Freedom Center, whether or not they have a signed diploma. There is no charge for these services. Contact: 367-5630.

QUESTIONS THAT SHOULD BE ANSWERED
BEFORE GRADUATION

1. Where is the student going vocationally? Further training or education? A specific job?
2. Where will the student live and what kind of supports, if any, will be needed?
3. What will be the major form of transportation the student will use?
4. How will the student maintain and increase his/her social life?
5. What leisure time activities will the student be involved in?
6. How will the student meet his/her medical needs?
7. What agencies will help, how will they be contacted and by whom?

STEP 3: TRANSITION QUESTIONNAIRE

Note: This questionnaire may need modification based on the student's ability. This information can also be gathered through parents and family members.

General Questions For Transition Planning:

1. What are your greatest dreams or goals?
2. What are your greatest fears?
3. How can school/agency resources help you to reach your goals?
4. Is there anything the school/family/agencies are doing for you now that you could/should be doing for yourself?

Educational Questions:

1. In what classes are you successful? Why do you think you're successful in those classes?
2. In what classes do you experience difficulty? Why?
3. What modifications do you need in your classes to succeed?
4. How do you learn best?
5. What specific skills are you lacking that could be taught to you in school?
6. What further educational training do you wish you could get?
7. How will you pay for further educational training?

Career Questions:

1. What job would you like to have in 2-5-10 years?
2. What skills will you need to get the job you want?
3. What kinds of things do you think you're good at? What are you not good at?
4. What kind of vocational training/education would you like to have after high school?
5. What would your ideal job be?
6. What kinds of information/classes and training do you need to have in order to reach your career goals?
7. What hobbies, interests and recreation activities do you have that you could use in a career?
8. What job shadowing or job try-outs would you like to explore possible careers?
9. What kind of work experience have you had?

Community/Residential Questions:

1. Where do you want to live after you graduate?
2. What kind of transportation will be available to you after graduation?
3. What kind of chores/jobs do you do at home that will help you as an independent adult?
4. With what kind of domestic skills do you need help? (cooking, household management, etc.)?

5. If you moved to a new community, how would you locate housing, recreational opportunities, transportation, medical and legal resources, etc.?
6. How will you manage your money after you graduate?
7. With what money/banking skills do you need help with?

Medical/Legal Questions:

1. Do you have a family doctor? dentist?
2. Do you have any medical needs that will require support beyond high school?
3. If you run into a legal problem, how will you handle it? To whom will you go for help?
4. Who would you contact in case of emergency?
5. What would you need to know about first aid if help wasn't readily available?
6. If you don't understand the terms of a contract, who can you go to for help?
7. What kinds of insurance will you need, and how will you pay for it?

Recreation/Leisure Questions:

1. What do you like to do for fun?
2. What are your hobbies and interests?
3. Is there anything you wish you could learn how to do that you don't know now (i.e., bowling, swimming, skiing, knitting, painting, etc.)?

4. Are there any school activities in which you think you might like to get involved?
5. What recreation opportunities are offered in your community that might interest you?
6. For what recreation resources might you look if you moved to a new community?
7. Would you rather spend leisure time alone or with others?

Social/Interpersonal Questions:

1. How do you handle conflicts or solve problems?
2. Who do you/would you like to go to when you have a problem or need help at home? at school? in the community?
3. Do you have someone you trust to talk with when things aren't going well?
4. Who do you include in your circle of friends?

ASSESSMENT FOR PARENTS

The following is a Transition Assessment for Parents, a tool for transition dialogue at the IEP meeting.

Dear Parent(s):

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

Employment:

I think my son/daughter could work in:

- ☐ Full time regular job (competitive employment)
- ☐ Part time regular job (competitive employment)
- ☐ A job that has support and is supervised, full or part time (supported employment)
- ☐ Military Service
- ☐ Volunteer work
- ☐ Other:

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that....

To work, my son/daughter needs to develop skills in:

Education:

Future education for my son/daughter will include (check all that apply):

- ☐ College or University
- ☐ Community College
- ☐ Vocational training
- ☐ On-the-job training
- ☐ Personal development classes
- ☐ Other:

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:

Residential Living:

After graduation my son or daughter will live:

- ☐ On his/her own in a house or apartment
- ☐ With a roommate
- ☐ In a supervised living situation (group home, supervised apartment)
- ☐ With family
- ☐ Other:

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that...

To live as independently as possible, my son or daughter needs to develop skills in:

Recreation and Leisure:

When my son/daughter graduates I hope he/she is involved in (check all that apply):

- ☐ Independent recreational activities
- ☐ Activities with friends
- ☐ Organized recreational activities (clubs, team sports)
- ☐ Classes (to develop hobbies, and explore areas of interest)
- ☐ Supported and supervised recreational activities
- ☐ Other:

During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that:

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

Transportation:

When my son/daughter graduates he/she will (check all that apply):

- ☐ Have a driver's license and car
- ☐ Walk, or ride a bike
- ☐ Use transportation independently (bus, taxi, train)
- ☐ Use supported transportation (family, service groups, car pool, special program)
- ☐ Other:

My son's/daughter's strength(s) in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify 3 to 5 areas only in which your son or daughter needs information/support.

Social/Interpersonal:

- ☐ Making friends
- ☐ Setting goals
- ☐ Family relationship
- ☐ Handling legal responsibilities
- ☐ Handling anger
- ☐ Communicating needs/wants
- ☐ Relationships with the opposite sex
- ☐ Counseling
- ☐ Other: _____

Personal Management:

- ☐ Hygiene
- ☐ Safety
- ☐ Mobility/transportation
- ☐ Domestic skills
- ☐ Money management/budgeting
- ☐ Time/time management
- ☐ Personal care
- ☐ Other: _____

Health:

- ☐ Ongoing care for a serious medical condition
- ☐ Sex education
- ☐ AIDS awareness
- ☐ Information on drug/chemical abuse
- ☐ Other: _____

Colorado Transition Manual

HELP YOUR TEEN IDENTIFY INTERESTS AND ABILITIES

Too Young To Choose?

Many parents believe that college is where young people discover who they are. But neuroscientists have recently discovered that children are born with unique learning patterns and interests. A child's interest and abilities are fairly well-defined by age 10, and wise parents help their children discover and develop these interest and abilities.

There's a simple reason for this; when teens know what they love to do, and what they're good at, they are more likely to succeed than teens who have not explored their interests and abilities.

As a parent, you can help guide your teen to the self-awareness that is critical for future success. Here are some key questions to ask yourself:

- ❖ What is my teen's favorite subject in school?
- ❖ What subject is the most challenging for my teen?
- ❖ How well does my teen study? Is homework completed on time? Is my teen's homework the number one priority in our household?
- ❖ What volunteer activities does my teen pursue?
- ❖ Is my teen's job connected to his or her interests?
- ❖ Have you asked your teen, "Where do you see yourself in ten years?"
- ❖ Which societal problems does your teen care about?
- ❖ Does your teen prefer to work individually or in groups?
- ❖ Has your teen connected with other people who share his or her interest?
- ❖ Has your teen met with the school career specialist?
- ❖ Has your teen met with the school counselor?
- ❖ Is your teen beginning to see a connection between passions and professions?
- ❖ Does your teen understand that the best post-secondary education follows logically from interests and abilities developed in high school?
- ❖ Are you making sure that your teen is leaving high school prepared to succeed?
- ❖ Does your teen have the necessary academic and technical skills to succeed after high school?

20 Tips for Parents of Middle and High School Students

Here are 20 ways in which parents and families of middle and high school students can get involved in the development of career awareness:

1. Encourage your child to use the local library as a resource on careers and information gathering. Invite your child to help you to conduct research if you are undergoing a job search yourself.
2. Have your employer sponsor learning activities at your child's school. For instance, if your employer is a bank and you are a bank teller, provide assistance to the students and teachers by helping them establish a school bank. Prior to starting the bank at the school, arrange a tour of your worksite.
3. Help organize field trips for your child's class related to the world of work.
4. Participate in parent involvement activities at your child's school, particularly those related to School-to-Careers.
5. Have your child volunteer for a charity or community organization. This will empower your child to better the community and develop interpersonal and organizational skills.
6. Make your child aware of the connection between education and careers. Talk about how you apply your own education to your work and develop games connecting school subjects to work tasks.
7. Encourage your child to find summer and seasonal employment. Evaluate the job application and give feedback on communication skills if an interview is involved.
8. Seek information from professional associations on career opportunities.
9. Urge schools, employers and businesses in your community to encourage and reward academic achievement.
10. Make presentations or speeches at your child's school during a Career Day or School-to-Careers meeting.
11. Allow your child or other students to shadow you for a day at your workplace. (Shadowing is when a student attends work with an adult for a day to learn more about a career in which he/she is interested.)

12. During vacations, work with your child to explore the occupations and careers which are abundant in your community. Review newspapers and attend business and community meetings.
13. Read the newspaper together: What are the headlines? What are the jobs that come to mind? Examine the business sections: What companies are growing? Increasing their workforce? Developing new products? Exploring new territory? Which of these is interesting to your child? Why or why not? What school subjects do the articles bring to mind? Is it a favorite subject for your child? Review job advertisements. Discuss qualifications and their relation to academics.
14. Have your child take an interest inventory. What does it tell your child about him/herself? What does it tell you about your child?
15. Keep a portfolio on your child. Encourage your child to assist you in choosing the contents. What kinds of things will you consider keeping? The portfolio should contain this information: demographic data, personal statistics, activity, school data, interest inventory results and aptitudes, schoolwork samples, photos, special accomplishments, etc. Allow your child to take over maintaining the portfolio when ready and able.
16. Involve and encourage friends, relatives and acquaintances to talk to your child about skills and values they use in the workplace.
17. Plan leisure time activities that explore interests, abilities and skills.
18. Review these classifications of skills and have your child determine where his or her skills fit: doer, thinker, creator, helper, organizer, persuader. Give definitions of each. What are others? Discuss and list the career possibilities under each category.
19. Create a budget for your child for today. Help him or her determine the salary expected in the chosen field. Look at the things your child dreams of owning - car, home, boat, etc. Take your child to a local employment agency to determine if there are any available jobs in the field of interest. Determine if the salary meets the expectations of your child. Ask your child what skills and education he or she would need to be qualified for the job. If qualified for the job, ask your child how he or she would handle competing with several other people for the same job even though they possess the same level of education, experience and skill.

20. Discuss with your child the changing nature of the job market and the nature of work. Discuss the shift in downsizing and rise in temporary workers as compared to the past.
21. Discuss how you deal with these pressures - lack of benefits, shift to service employment, shrinking salaries. Discuss the new opportunities in international employment.

Dear _____

During the IEP. meeting this year we will be trying something new -- Transition Planning. This is a process in which the IEP. team will do long term planning. We will look at where the student is going and what skills and linkages to other agencies he/she needs. The goal is to work together to ensure that the student has the opportunity to gain employability, social, and living skills important to make the transition from school to work and community living. Not only are these foundation skills important for your child, but we are working to provide you with resources and information about adult services so your son's/daughter's transition after high school is as easy as possible.

For the school to work with you and other agencies in getting your child ready for the world of work, the following information would be helpful for transition planning.

Student Name _____

Other agencies involved with student either currently or projected after graduation.

When your student made a transition in the past, e.g. from one school to another, what were the problems encountered, if any.

I. Vocational Needs:

1. When your student graduates from public school would you like your student to participate in:

- _____ Supported Employment / Job Coach
- _____ Vocational School
- _____ Competitive Part-Time Employment
- _____ Competitive Full-Time Employment
- _____ College
- _____ Others

2. Which kind of jobs does your student seem interested in? _____

3. What kinds of jobs does he/she dislike? _____

4. Are there any medical concerns relating to your student placement. If so, what? _____
5. What skills do you think need to be developed to help your student reach his/her vocational goals? _____

6. What vocational classes would you like your student to be enrolled in? _____

7. What academic classes would your student need to prepare for future employment. _____

II. Personal Management / Living Arrangement

1. What duties or responsibilities does your student presently have at home? _____
2. What other duties would you like your student to be able to do at home? _____
3. Following graduation from the public school, what do you think your student's living situation will be? _____

4. Which of these independent living areas do you feel your student needs instruction in?

- _____ Clothing care
- _____ Meal preparation/nutrition
- _____ Hygiene/grooming
- _____ Transportation
- _____ Parenting
- _____ Household management
- _____ Consumer skills
- _____ Community awareness
- _____ Money management
- _____ Safety
- _____ Sex education
- _____ Health/First Aid
- _____ Others _____

III. Leisure/ Recreation Needs

1. What leisure/recreation activities does your student participate in when alone?

2. What leisure/recreation activities does your student participate in with your family? _____

3. What leisure/recreation activities does your student participate in with friends?

4. Are there any other leisure/recreation activities you would like your student to participate in? _____

5. Are there any leisure/recreation activities you do not want your student to participate in? _____

6. What classes/activities would you like your student to participate in to develop more leisure interest and skills? _____

IV. Financial

1. Will your student have:

_____ earned income
_____ insurance
_____ food stamps
_____ Supplemental Security Income (SSI)
_____ unearned income
_____ general public assistance
_____ trust/will
_____ other support

What would you like the school district staff to do to assist you in planning for your student's needs during high school and after graduation?

We will be contacting you before fall conference to set up a specific time to meet. Let us work together to ensure a smooth transition for your student.

Sincerely,

Transition Planning begins when your son or daughter turns 14 years old. This simply means that we want to ensure that your son or daughter has the same learning opportunities as their non disabled classmates. Your child is learning and developing skills needed to live in the community and work in the community with supports as needed. Your child will leave the school system with dreams and high expectations. We will assist you and your child throughout these years in connecting up with community services to assist in this transition process.

We will be exploring interests and skills in the areas of work, independent living, community participation, adult service programs (community services), after high school work training/educational opportunities, and various assessments to assist us in identifying your child's interests and skills in these areas.

You could assist us in this process by letting us know your thoughts to the following questions...

1. What type of job has your child talked about doing when they grow up?
2. What kinds of things does your child like to do in their free time?
3. What topics does your child talk about at home?
4. Does your child have friends that he/she participates with on a weekly basis?
5. What kinds of tasks does your child do around the home to help out?
6. What kinds of community activities does your child participate in?
7. What would you like me to know about your child?
8. What do you hope your child learns this year?

Thank you for helping us get to know you and your child better! If you have any specific questions about transition planning please let me know.

Very Sincerely,

LEISURE INTEREST CHECKLIST

	Do	Don't Do	Interest	No Interest		Do	Don't Do	Interest	No Interest
BARBEQUES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MANUAL ARTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BASEBALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MATH	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BASKETBALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MENDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BIKE RIDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MODEL BUILDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BILLIARDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MOSAICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BOWLING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	MOVIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BRIDGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NEEDLEWORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAMPING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PAINTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARD PLAYING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PARTIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARPENTRY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PHOTOGRAPHY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CAR REPAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PIANO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CERAMICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PING PONG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CHESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PLAYS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSICAL MUSIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	POKER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLOTHES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	POLITICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLECTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	POOL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONCERTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	POPULAR MUSIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CONVERSATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	PUZZLES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COOKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RADIO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CROCHETING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DANCING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	RELIGION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SCIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DECORATING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SCOUTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRAMATICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SCRABBLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRIVING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SERVICE GROUPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRUMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SEWING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXERCISE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SHUFFLEBOARD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FOOTBALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SHOPPING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GARDENING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SINGING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOLF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOCIAL CLUBS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GUITAR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOCIAL STUDIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HAIRSTYLING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SOLITAIRE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HISTORY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	SWIMMING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOLIDAYS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TABLE GAMES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HOME REPAIR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TELEVISION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HORSE RIDING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TENNIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JEWELRY MAKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	TRAVELING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KNITTING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UPHOLSTERY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LANGUAGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VISITING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LAWN GAMES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VOLLEYBALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEATHERWORK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WOODWORKING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LECTURES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WRITING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list any other special interests notlisted above:

Parent/Guardian Attitude Survey

As a person with responsibility for a person with mental retardation, your knowledge and experience are needed to help educators to develop better programs for people with mental retardation of all ages. By taking 10 minutes to answer these questions about your son or daughter, you will be performing a service for all people with mental retardation. Because this questionnaire goes to parents and guardians of both children and adults, some of the questions will be more appropriate than others to your situation. Choose the best response for each item and write its corresponding numbers in the box provided. If you care for more than one person with mental retardation, answer these questions about the oldest one. If you and other caregivers share responsibility for the person, the person with the most knowledge of the individual's daily life should complete the questionnaire. The information you provide will be strictly confidential.

- | | |
|--|--|
| <p>1. What is the sex of your son or daughter?</p> <p><input type="checkbox"/> 1. Female
<input type="checkbox"/> 2. Male</p> <p>2. What is his or her age?</p> <p><input type="checkbox"/> 1. 17 years or less
<input type="checkbox"/> 2. 18-22 years
3. 23-30 years
4. 31-40 years
5. 41 or over</p> <p>3. What is his or her approximate developmental (IQ) level?</p> <p><input type="checkbox"/> 1. Profound retardation (IQ 19 or below)
2. Severe retardation (IQ 20-35)
3. Moderate retardation (IQ 36-51)
4. Mild retardation (IQ 52-67)
5. Borderline (IQ 68-83)</p> <p>4. Where does he or she live?</p> <p><input type="checkbox"/> 1. In a state residential facility
2. In an intermediate care facility
3. With his or her own parent(s) or guardian(s)
4. In a group home
5. In an apartment with other people with disabilities
6. Other (Please describe)</p> <hr/> | <p>5. What is his or her primary way of communicating with others?</p> <p><input type="checkbox"/> 1. Does not communicate meaningfully
2. Communicates with sounds or gestures
3. Speaks in one- or two-word phrases
4. Uses limited manual sign or picture/symbol communication (vocabulary under 10 words)
5. Speaks in sentences but speech is not clear to others
6. Speaks clearly in sentences
7. Uses manual sign or picture/symbol communication in a fluent manner</p> |
|--|--|

Figure 2.1. Parent/guardian attitude survey.
(Developed by Hill et al., 1987.)

6. How much help does your son or daughter require in personal care (e.g., feeding, toileting, dressing, bathing)?

- ☐ 1. Nearly total assistance required
2. Major assistance required
3. Some assistance required
4. Minor assistance required
5. No assistance required

7. Please check one or more of the items below that describe(s) the physical abilities of your son or daughter.

1. Has no physical, visual, or hearing impairment(s)

2. Has visual or hearing impairment(s) not correctable by glasses or hearing aid

3. Has impaired use of one or both hands

4. Uses wheelchair regularly but is usually pushed by others

5. Uses wheelchair regularly but usually propels chair independently

6. Usually walks but needs some help or is very slow

Questions 8-27 ask about the daily activities of your son or daughter in a day program or on the job.

8. At present, how much money does your son or daughter make, on the average, for his or her daily work activities?

- ☐ 1. No pay
2. Less than \$1 hour
3. \$1.01-\$2.50 per hour
4. \$2.51-\$3.35 per hour
5. Above \$3.35 per hour
6. Don't know or not applicable

9. In your opinion, under ideal working conditions, how much do you believe your son or daughter should earn?

- ☐ 1. No pay
2. Somewhat less than now
3. Same as now
4. Somewhat more than now
5. Much more than now

10. At present, how often does your son or daughter have contact with people without disabilities other than supervisors or teachers in daily work activities?

- ☐ 1. Never
2. Rarely
3. Sometimes
4. Frequently
5. Don't know or not applicable

11. In your opinion, how much contact with people without disabilities would be best for your son or daughter during his or her work activities?

- ☐ 1. Much less than now
2. Somewhat less than now
3. Same as now
4. Somewhat more than now
5. Much more than now

12. At present, how often does your son or daughter have the opportunity to advance to a job that pays more or has more responsibility?

- ☐ 1. Never
2. Rarely
3. Sometimes
4. Frequently
5. Don't know or not applicable

13. In your opinion, how often should your son or daughter have the opportunity to advance to a job that pays more or has more responsibility?
- ☐ 1. Much less than now
☐ 2. Somewhat less than now
☐ 3. Same as now
☐ 4. Somewhat more than now
☐ 5. Much more than now
14. At present, how often does your son or daughter perform tasks on his or her own, without a supervisor nearby to help?
- ☐ 1. Never
☐ 2. Rarely
☐ 3. Sometimes
☐ 4. Frequently
☐ 5. Don't know or not applicable
15. How much of the time would you prefer that your son or daughter perform tasks on his or her own without a supervisor nearby to help?
- ☐ 1. Much less than now
☐ 2. Somewhat less than now
☐ 3. Same as now
☐ 4. Somewhat more than now
☐ 5. Much more than now
16. At present, how often is your son or daughter expected to look and act as a "normal" adult in his or her work activities?
- ☐ 1. Never
☐ 2. Rarely
☐ 3. Sometimes
☐ 4. Frequently
☐ 5. Don't know or not applicable
17. In your opinion, how often should your son or daughter be expected to look and act as a "normal" adult in his or her work activities?
- ☐ 1. Much less than now
☐ 2. Somewhat less than now
☐ 3. Same as now
☐ 4. Somewhat more than now
☐ 5. Much more than now
18. At present, how often does your son or daughter complete the same work tasks as people without disabilities?
- ☐ 1. Never
☐ 2. Rarely
☐ 3. Sometimes
☐ 4. Frequently
☐ 5. Don't know or not applicable
19. In your opinion, how often should your son or daughter complete the same work tasks as people without disabilities?
- ☐ 1. Never
☐ 2. Rarely
☐ 3. Sometimes
☐ 4. Frequently
☐ 5. Don't know or not applicable
20. At present, how often is your son or daughter teased or taken advantage of by others during work activities?
- ☐ 1. Never
☐ 2. Rarely
☐ 3. Sometimes
☐ 4. Frequently
☐ 5. Don't know or not applicable
21. In your opinion, how capable is your son or daughter of protecting him- or herself from being teased or taken advantage of during work activities?
- ☐ 1. Not at all capable
☐ 2. Slightly capable
☐ 3. Somewhat capable
☐ 4. Very capable
☐ 5. Don't know or not applicable
22. How do you feel about the following statement, "Work should be a normal part of life for my son or daughter"?
- ☐ 1. Strongly agree
☐ 2. Mildly agree
☐ 3. Not sure
☐ 4. Mildly disagree
☐ 5. Strongly disagree

23. Are the work activities that your son or daughter performs most of the time too easy, too hard, or about right, considering his or her ability?

☐

1. Too hard
2. About right
3. Too easy

24. Overall, how satisfied are you with your son's or daughter's present work activities?

☐

1. Not very satisfied
2. Somewhat satisfied
3. Satisfied
4. Very satisfied

25. At present, where does your son or daughter spend most of his/her working hours?

☐

1. Activities center with other individuals with mental retardation (e.g., training may include cooking, recreation, and work skills development but clients are generally not paid)
2. Sheltered workshop (e.g., he or she works with other persons with disabilities performing assembly or production contract work for piece-rate wages, usually below minimum wage)
3. Enclave (e.g., he or she is still enrolled in a workshop program but works in a group or crew with other persons with disabilities in a regular community business or industry)
4. Competitive employment (e.g., he or she works for a regular community business or industry with nondisabled persons performing regular jobs for at least minimum wage)
5. Other (Please describe)

26. If you have your choice, where would you prefer your son or daughter to spend most of his or her working hours? (Refer to question 25 for descriptions)

☐

1. Activities center with other individuals with mental retardation
2. Sheltered workshop
3. Competitive employment
4. Other (Please describe)

27. For how many years has your son or daughter been in his or her current job or program?

☐

1. Less than 1 year
2. 1-2 years
3. 3-4 years
4. 5 years or more

Questions 28-32 ask for information about you and your family.

28. How far did you go in school?

☐

1. Grades 1-8
2. Grades 9-12
3. After high school technical school
4. College

29. What type of job is held by the main wage earner in your household?

☐

1. Farmer or rancher
2. Protective or service worker (firefighter, police officer, domestic worker, repair person, attendant, sales person, etc.)
3. Manual worker (laborer, carpenter, etc.)
4. Clerical worker (office worker, secretary, typist, etc.)
5. Business person (outside sales, insurance, real estate, banker, etc.)
6. Proprietor or manager
7. Professional
8. Not working

30. What is your sex?

- ☐ 1. Female
☐ 2. Male

31. What is your relationship to the person with mental retardation asked about in these questions?

☐

1. Mother or father
2. Other relative (Please describe)

-
3. Legal guardian
4. Foster parent
5. Counselor
6. Friend
7. Other (Please describe)

32. Are you or anyone in your household a member of The Arc?

☐

1. No
2. Yes

VOCATIONAL ATTITUDES: STUDENT and PARENT/GUARDIAN

Student _____ Recorder _____
Date _____

Parent/Guardian _____ Date _____

1. What is the ideal job for _____?

STUDENT _____

PARENT/GUARDIAN _____

2. What are the most important things to look for in a job (e.g., duties, job title, salary, hours, location)?

STUDENT _____

PARENT/GUARDIAN _____

3. Tell about the best kind of place to work (e.g., physical size, set-up, appearance, kind of people).

STUDENT _____

PARENT/GUARDIAN _____

4. What do you do best?

STUDENT _____

What does your son/daughter do best?

PARENT/GUARDIAN _____

5. What kind of work do you like the best?

STUDENT _____

What kind of work does your son/daughter like best?

PARENT/GUARDIAN _____

6. What other kinds of work do you like and do well?

STUDENT _____

What other kinds of work does your son/daughter like and do well?

PARENT/GUARDIAN _____

7. What kinds of work are too hard for you to learn or to do?

STUDENT _____

What kinds of work are too hard for your son/daughter to learn or to do?

PARENT/GUARDIAN _____

8. What kinds of job duties do you hate to do?

STUDENT _____

What kinds of job duties is your son/daughter unwilling to do?

PARENT/GUARDIAN _____

9. What kind of training do you feel you need?

STUDENT _____

What kind of training do you feel your son/daughter needs?

PARENT/GUARDIAN _____

10. Do you have any physical/health problems that would make it hard for you to work?

STUDENT _____

Does your son/daughter have any health problems that would interfere with working?

PARENT/GUARDIAN _____

ADDITIONAL COMMENTS: _____

§300.517 Transfer of parental rights at age of majority.

(a) **General.** A State may provide that, when a student with a disability reaches the age of majority under State law that applies to all students (except for a student with a disability who has been determined to be incompetent under State law)—

(1)

(i) The public agency shall provide any notice required by this part to both the individual and the parents; and

(ii) All other rights accorded to parents under Part B of the Act transfer to the student; and

(2) All rights accorded to parents under Part B of the Act transfer to students who are incarcerated in an adult or juvenile, State or local correctional institution.

(3) Whenever a State transfers rights under this part pursuant to paragraph (a)(1) or (a)(2) of this section, the agency shall notify the individual and the parents of the transfer of rights.

(b) **Special rule.** If, under State law, a State has a mechanism to determine that a student with a disability, who has reached the age of majority under State law that applies to all children and has not been determined incompetent under State law, does not have the ability to provide informed consent with respect to his or her educational program, the State shall establish procedures for appointing the parent, or, if the parent is not available another appropriate individual, to represent the educational interests of the student throughout the student's eligibility under Part B of the Act.

(c) **Transfer of rights.** In a State that transfers rights at the age majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

Supplemental Security Income: A Bridge to Work

Myths about SSI

Many people who are eligible for SSI do not benefit from the program because they have heard things about the program that are not true. Some myths about SSI may have discouraged them from applying in the first place. Other myths discourage people from seeking employment or taking a job because they are afraid of losing their benefits. Here are some myths about SSI that may discourage youth and young adults from applying for benefits or from taking a job if they are receiving SSI:

- People who work are not eligible for SSI.
- People who go to work will lose SSI cash benefits.
- People who go to work will lose Medicaid.
- People who earn \$500 a month will lose cash and health benefits.
- SSI benefits will stop if a person goes into a training program, such as a vocational or university program.

These statements are *not* always true!

Information in this Parent Brief is meant to help people with disabilities dispel these myths and to find out if the SSI program is for them. SSI is a complex program that serves many different individuals. This information is written specifically for people with disabilities who . . .

- . . . are 18 years and older;
- . . . are single;
- . . . pay rent or contribute to the living expenses at home or who live away from the family home;
- . . . are either in or out of school; and
- . . . have disabilities other than blindness.

*If you are a young adult with a disability and have not applied for Supplemental Security Income (SSI), **WHY NOT?***

Disability . . . The Social Security Administration defines disability as a physical and/or mental impairment that prevents an individual from doing substantial gainful work activity and is likely to last more than 12 months or result in death. For SSI purposes, the individual must not be able to engage in any kind of substantial gainful work which exists in the national economy regardless of whether jobs are available locally, accessible to individuals with disabilities, or the individuals desire to have the job.

What is SSI?

SSI stands for Supplemental Security Income and is one of the most important federal programs for people with disabilities. SSI is an income support program and provides monthly payments to persons who have disabilities and have limited income and resources. It is not necessary to have worked to be eligible for SSI. You can be considered for SSI regardless of your age, and whether or not you are single or married.

SSI may be used as a financial support for you during periods that you are able to work only minimum hours or are in the process of finding employment. SSI benefits can also be received while in vocational training or attending post-secondary institutions. Almost everyone who receives SSI is also eligible to have health care coverage through Medicaid.

While you receive SSI, you will have the opportunity to learn job skills and develop knowledge of the workplace. Your parents and service providers will realize that you are able to work and can help you plan and resolve work related issues for the future. SSI rules also allow you to take deductions for the cost of special work related expenses connected to your disability while working, training for a job, or attending postsecondary institutions.

This brief is meant to help you review all aspects of SSI as you begin to make the transition from school to work and life in the community.

What are the Benefits of Being on SSI?

There are two main advantages to being on SSI as a young adult. First, SSI can provide financial income up to \$494 a month for eligible single people in 1998. This is financial support that can help pay basic living expenses. It can also be especially helpful . . .

- . . . While making the transition from school to work;
- . . . During periods of training or attending post secondary school; and
- . . . While working at low-paying or part-time employment.

A second major benefit of SSI is that qualifying for SSI usually allows you to apply for and receive Medicaid (called Medical Assistance in some states), which can pay health care expenses such as doctors appointments, therapy, and prescription drugs.

Who is eligible to receive SSI?

In general, you are likely to be eligible for SSI if you meet both disability and financial criteria.

- Disability Criteria: This means that you must be a person with a physical or mental disability.
- Financial Criteria: There are two types of financial assets that are considered when you apply for SSI:

—Income: You are either not working or you are working but earning less than \$500 gross a month when you apply. The \$500 amount is the 1998 level of Substantial Gainful Activity (SGA) or earnings from a job, that a person may have and still be eligible for SSI. Disability work-related expenses are deducted when figuring this amount.

—Resources: The money you have in the bank and other assets are under \$2,000.

Formula for calculating SSI benefits

The order of exclusion is important as it can influence the payment amount. From gross earned income, subtract:

1. \$20.00 General income exclusion.
2. \$65.00 Earned income exclusion

3. Impairment Related Work Expenses (IRWE), if applicable.

4. Divide the remaining amount in half.

The balance is SSI countable income and is subtracted from the full monthly SSI benefit a person would receive if not working.

Financial Work Incentives 1619a

Once established as a SSI recipient, you may mistakenly feel that you are risking financial support if you seek and find employment. Losing financial support is usually a myth. Work incentives may allow you to receive a paycheck and still keep part of your SSI cash and retain Medicaid benefits. For every two dollars earned, one dollar is deducted from SSI's payment. This is calculated after the general income exclusion of \$20 per month and the earned income exclusion of \$65 per month are deducted. (Impairment related work expenses can also be deducted if applicable and will be described later). Financially this results in significantly more income for you than being only on SSI and not working or working and not receiving SSI (*see Example 1*).

In Minnesota, for example, if an individual receives the maximum SSI benefit rate of \$494.00 (1998) when he or she begins to work, the break-even point will occur at \$1073 per month. The break-even point is where SSI payments reach zero (*see Example 2*). It is important to check what the break-even point is in each state since some states supplement the federal SSI payments. Medicaid may still be received through health work incentives.

Example 1:

\$420.00 Gross income (*earned through competitive or supported employment*)
- 20.00 General income exclusion (*unearned income, such as bank interest, is deducted from the \$20 exclusion*)

400.00

- 65.00 Earned income exclusion

\$335.00

\$335.00 Divide this amount by 2
/2 1/2 of income is deducted after exclusions
=167.50 SSI countable income

\$494.00 SSI Federal monthly benefit rate, 1998

- 167.50 SSI countable income

326.50 Adjusted SSI payment

+ 420.00 Earned gross income

\$746.50 Total gross earnings

Differences in Monthly Income

SSI & Not Working : \$494.00

Working & Not Receiving SSI : \$420.00

SSI + Work: \$746.50

Example 2:

\$1073.00 Gross income
-85.00 General and Earned Income Exclusion (\$65 + \$20 = \$85)
 \$ 988.00
 \$ 988.00 Divide this amount by 2
 /2 One-half of income is deducted after exclusions
 = 494.00 SSI countable income
 \$ 494.00 SSI Federal monthly benefit rate, 1998
 -494.00 SSI countable income
 0.00 SSI payment
+1073.00 Earned gross income
 \$1073.00 Total gross earnings

SSI Health Work Incentive 1619b

Health coverage is critical for young adults with disabilities. Many individuals have medical needs that are covered by Medicaid but do not have access to other health insurance coverage that would provide the same coverage. Part-time jobs and entry level positions rarely include medical benefits, and health insurance coverage through a parent usually ends when the dependent reaches age 22. The fear of losing Medicaid coverage may cause you to be reluctant to seriously consider employment.

SSI allows you to keep your Medicaid benefits while working until your earnings reach the state's threshold level (\$26,823 per year in 1996 for Minnesota). The threshold is determined separately for each state. To stay eligible under 1619b the coverage must be needed to allow you to continue working, and you must remain disabled and meet all other requirements such as not having assets above the limit of \$2,000. Once the threshold level is reached, a review determines whether you are making enough money to purchase your own health insurance.

Resources . . . When an individual turns age 18, the parent's income and resources are no longer considered in determining the individual's eligibility. Resources are things that an individual owns. In order for an individual to qualify for SSI, his or her resources must be under \$2,000. Some of the resources that are counted are savings and checking accounts, stocks and bonds and life insurance. Resources that are not counted include a home, personal belongings, car or van if required for transportation to work or for medical treatment.

Impairment Related Work Expenses (IRWE)

Impairment Related Work Expenses (IRWE) are services or items that you personally pay for and are not reimbursed by any other source. These are services directly related to your disability and to enabling you to work. Filing an IRWE, when applicable, helps you retain more money because when you calculate earnings, the costs of these services or items are deducted. Impairment related work expenses may include:

- **Attendant** care services performed in the work setting, or in preparation for work or returning home from work.

- **Transportation** costs required by the disability, and structural or operational modifications made to a vehicle needed for work.
- **Medical** devices such as wheelchairs, pacemakers, or respirators.
- **Work-related** equipment such as typing aids, reading aids, telecommunications devices, or special work tools.
- **Assistants** such as interpreters, job coaches, or readers.
- **Prostheses** such as artificial replacement of an arm, hip or other parts of the body for other than a cosmetic purpose.
- **Residential** modifications such as railings, ramps, or pathways that permit access to the street or to transportation.
- **Routine** drugs and medical services such as regularly prescribed medical treatment or therapy that controls a disabling condition. Included are radiation treatments, antidepressant medication, anticonvulsant drugs and physicians' fees related to these services.

Substantial Gainful Activity . . . Substantial gainful activity (SGA) is average countable earnings of \$500.00 or more per month. SSI will deduct from a person's gross earnings, the cost of items required because of a disability that enable a person to work and/or the value of support a person needs on the job. Generally, average countable monthly wages of less than \$500.00 per month in 1998 is considered less than substantial.

Once the individual is on SSI, SGA (or work) does not affect continuing eligibility. The individual's earned income may exceed the SGA level (\$500) and both SSI cash benefits and medical benefits can be received. Under SSI, SGA is used only in determining initial eligibility for disability payments.

SSI dollar amounts vary by year, state and living arrangements. In certain situations, the state may supplement these amounts. Additional information on SSI for persons with disabilities who are younger than 18, married, living at home, or blind can be obtained from your local Social Security Office. For the telephone number of your local office, call: 1-800-772-1213. So, if you aren't on SSI, **WHY NOT?**

Here are some other work incentive options available under the Social Security System:

- **Plan for Achieving Self-Support (PASS)** is a program where the purchase of equipment, services, training or education needed for work may be excluded from earnings. An individual must have a reasonable occupational goal and a plan approved by SSI.
- **Property Essential to Self-Support, or PESS**, is a program where property which is used by a person for work such as tools or equipment can be excluded from the \$2,000 asset limitation.
- **The Student Earned Income Exclusion** is a program where young adults under the age of 22 and attending school may exclude \$1620 per year of earned income.

**For the telephone number of your local Social Security Office call,
1-800-772-1213**

To order a hard copy of this document, please contact NTN at 103 U-Tech Center, 1313 SE 5th Street, Minneapolis, MN 55414, (612) 627-4008, ntn-sc@icimail.coled.umn.edu.

URL:

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ntn@icimail.coled.umn.edu



WHAT IS THE YOUTH LEADERSHIP FORUM?

The Youth Leadership Forum for Students with Disabilities (YLF) is a unique career leadership training program for high school juniors and seniors with disabilities to serve as delegates from their communities. Students with disabilities will cultivate leadership, citizenship, and social skills as a result of participating in this four-day event. The YLF is implemented at the state level by the President's Committee on Employment of People with Disabilities, state and local partners.

WHY IS THE YLF ONLY FOR STUDENTS WITH DISABILITIES?

People with disabilities growing into adulthood need to identify themselves with pride as individuals and as members of the very accomplished disability community. YLF provides a framework of history and an atmosphere of encouragement which offers peers with common challenges and experiences the opportunity to learn from one another. Delegates gain access to vital resources related to assistive technology, community support, and civil rights. Successful men and women with disabilities serve as role models in helping youth realize their abilities, rights, and obligation to pursue meaningful employment and contribute to society.

WHAT IS THE YLF ALL ABOUT?

YLF is an educational and motivational forum with an intense schedule. Small "working groups" explore personal leadership and career plans. Social, artistic, athletic, and recreational activities abound, as these are part of leading a well-rounded life. Guest speakers address such topics as disability rights laws and innovations in technology. A farewell dance will allow a time to celebrate accomplishments with new friends.

The key to the YLF is leadership by example. Adults with disabilities who have traveled the same path these young people are facing serve as group leaders and staff. Many other volunteers, some with disabilities and some without, help to make the program a success.

YLF alumni take with them an obligation to follow through on goals outlined in "personal leadership plans" that they have written for themselves. In California, past participants of this program have developed an alumni newsletter to share resources. In addition, follow-up activities including corporate mentorships and internships have been established in order to continue networking activities. Alumni often return to the YLF in later years as volunteers or staff.

HOW ARE DELEGATES SELECTED FOR THE FORUM?

The delegates are chosen through a statewide competition that seeks students with disabilities who have leadership potential. Each applicant submits a standard form, an essay, and letters of recommendation. The group that is selected is representative of the state in terms of geography, gender, economic status, ethnicity, and types of disabilities.

IS THERE A COST FOR STUDENTS TO ATTEND?

No. The commitment of the YLF is to enable youth with disabilities to grow personally, socially, and academically, and to fulfill their potential in their work and their lives. No student should be denied this opportunity because of economic hardship. All costs, including transportation, are paid for through fund raising, sponsored scholarships, and corporate donations.

ARE YOU GOING ON TO POSTSECONDARY?

The aspects of Navigating the Future will be offered to all YLF participants. Navigating the Future offers information, resources and support that will assist in ensuring a smooth transition to a post-secondary future.

WHEN AND WHERE WILL THE 2000 FORUM BE HELD?

The annual South Dakota Youth Leadership Forum will be held in the summer, please check with the following agencies for an update on the forum's dates. This forum will be held on a South Dakota University Campus.

WHOM DO I CONTACT FOR MORE INFORMATION?

**Board of Vocational Rehabilitation/
SD Governor's Committee on
Employment of People with Disabilities**
1-800-210-0143

Department of Human Services
1-800-265-9684

South Dakota Transition Service Liaison Project
1-800-224-5336